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ABSTRACT

The contents of this booklet come from contributions to the 1995 Global Conference on School Health and HIV/AIDS Prevention. The objectives of the booklet are: (1) to strengthen the awareness of teachers and education personnel regarding the importance of developing school health and HIV/AIDS prevention curricula; (2) to show the specific roles of schools in promoting health, especially in relation to HIV; and (3) to develop school health, especially around AIDS issues. Section 1 explains the importance of education for prevention and encourages organizations to use their potential to take concerted action in promoting comprehensive school health policy regarding HIV/AIDS. Section 2 addresses the need to create community-based programs that take into account the concerns of parents and other community leaders and that minimize resistance to education efforts. Section 3 discusses what constitutes appropriate curriculum for effective HIV/AIDS/STD education. Section 4 focuses on HIV-related school health policy. Section 5 discusses the training necessary for educational personnel who will be teaching about HIV/AIDS. Section 6 describes a resource guide that is available for curriculum planners. Section 7 presents a list of contacts for further information. (SM)

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The contents of this book are drawn from contributions to the **Global Conference on School Health and HIV/AIDS Prevention**. The conference was the fruit of close cooperation between EI, WHO and UNESCO and was held from 24 to 26 July 1995 in Harare, Zimbabwe, as the continuation of Education International's First World Congress.

Its objectives are (a) **to strengthen the awareness of teachers and education personnel of the importance of developing school health and HIV/AIDS prevention curricula** and, therefore, to convince them of the importance of their role (b) **to show the specific roles of schools in promoting health, especially in relation to HIV prevention and HIV-related discrimination** and (c) to develop school health, especially AIDS issues, **encouraging EI member organisations to use more frequently their particular potential to undertake concerted actions.**

EI affiliate members adopted, in their First World Congress a few days before the Conference, a "Resolution on Health Education and HIV/AIDS and Health Threatening Behaviours Prevention", the main points of which are highlighted here, which opens up new perspectives on HIV-related school health policies, curricula and training for work and action by teachers and their organisations.

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Health is an important part of fundamental human rights and schools have a specific role to play in promoting it

HIV/AIDS/STDs

education for prevention

The development of school health programmes, especially about AIDS issues, is a key component in the strategy of Education International member organisations as part of their specific aim to organise concerted actions to prevent the spread of HIV/AIDS

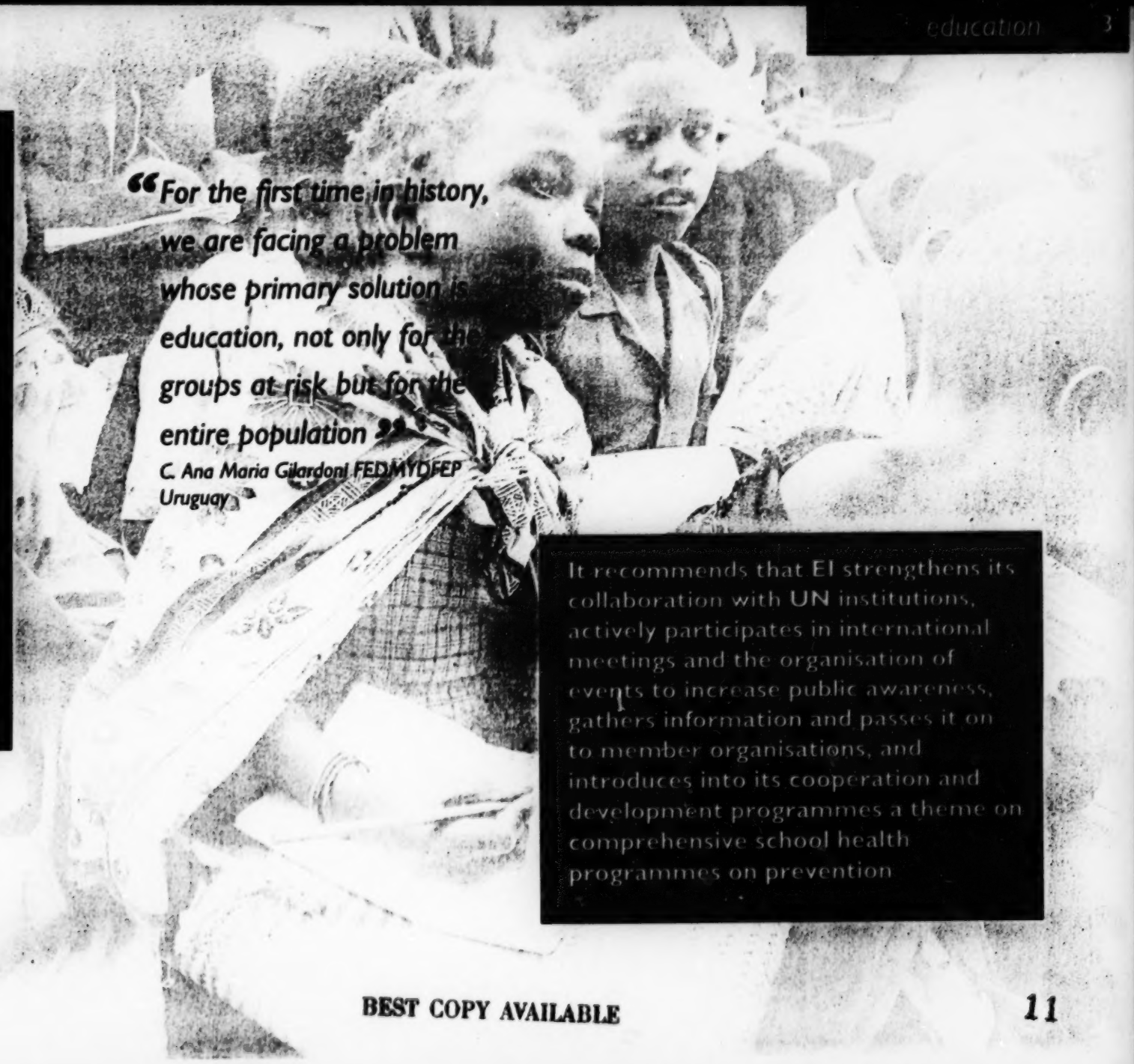
EDUCATION INTERNATIONAL First World Congress asks States to be active in promoting a comprehensive school health policy which includes prevention of **HIV/AIDS** by implementing effective sex education programmes

'The problems related to HIV and AIDS are everyone's problems. That is why Education International continues the commitment of educators worldwide to be in the forefront of efforts to increase awareness about and prevention of STD, HIV and AIDS.

EI, with a membership of 258 organisations from 141 countries representing nearly 23,000,000 education workers, believes that education is a formidable weapon in the fight against AIDS.

The AIDS epidemic has challenged the old view of the world as composed of isolated communities and illustrates clearly the modern world's vulnerability to the global spread of infectious agents.'

Mary Hatwood Futrell, President, Education International



It encourages EI member organisations to give greater consideration to the crucial role that the school system and education staff can play to combat the expansion of HIV/AIDS through health education and education for prevention

"For the first time in history, we are facing a problem whose primary solution is education, not only for the groups at risk but for the entire population"

C. Ana Maria Gilardoni FEMMYDFEP Uruguay

It recommends that EI strengthens its collaboration with UN institutions, actively participates in international meetings and the organisation of events to increase public awareness, gathers information and passes it on to member organisations, and introduces into its cooperation and development programmes a theme on comprehensive school health programmes on prevention

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As a parent, I am greatly encouraged by the active concern that teachers and teachers' organisations have shown towards the HIV/AIDS pandemic. It caught us, as parents, off guard. We watched helplessly when our children were dying on an unprecedented scale.

Although we knew that AIDS was a sexually transmitted condition, we could not do anything because our traditional culture imposes distance between parents and children on sexual issues. It was a taboo for parents to talk to their child about sex. Sex education is a role traditionally undertaken by uncles and aunts who are no longer easily available because of the breakdown of the extended family structure. This was the scenario when the head teacher called for a meeting of the Parent Teacher's Association Executive at my own school. He explained that the Ministry of Education wanted to introduce HIV/AIDS Education in schools and wanted parents not only to give their approval but to be actively involved in the programme. Initially, our Executive was divided in its reaction. One group welcomed the move but suggested that the teachers for the programme should be selected according to specific criteria and trained before taking up AIDS education in schools. Another group was opposed to AIDS education through schools because, they said, AIDS Education should be left to the family and churches, the average teacher in this country was too young to be entrusted with such a delicate and sensitive task, teachers were not all exemplary in their sexual behaviour, and, far from discouraging children from sexual activity, HIV/AIDS education could in fact make children engage in early sexual activity. In the end, we agreed that AIDS education was needed; it was self deception to pretend that families and churches had the capacity to do it. After a lively debate, the parent body accepted the introduction of the programme, and we decided that the Parents/Teachers Association would identify community members to be guest speakers on topics identified by the school. The arrangement is working very well and is filling a gap that has been created by the breakdown of the traditional forms of sex education.

We have faith in our teachers and we feel the AIDS Education programme belongs to us; I want to emphasise the importance of involving parents in a programme of this nature.

from Breaking Traditional Taboos by Margaret Chimashu, parent, Zimbabwe

Congress has resolved that HIV-related school health policies should address the need to create community-based programmes which take into account the concerns of parents and other community leaders and to minimise resistance to prevention efforts in schools

Unions should press governments to include HIV/AIDS education in school curricula at national, district and local levels, and support these efforts, while raising public awareness about its importance

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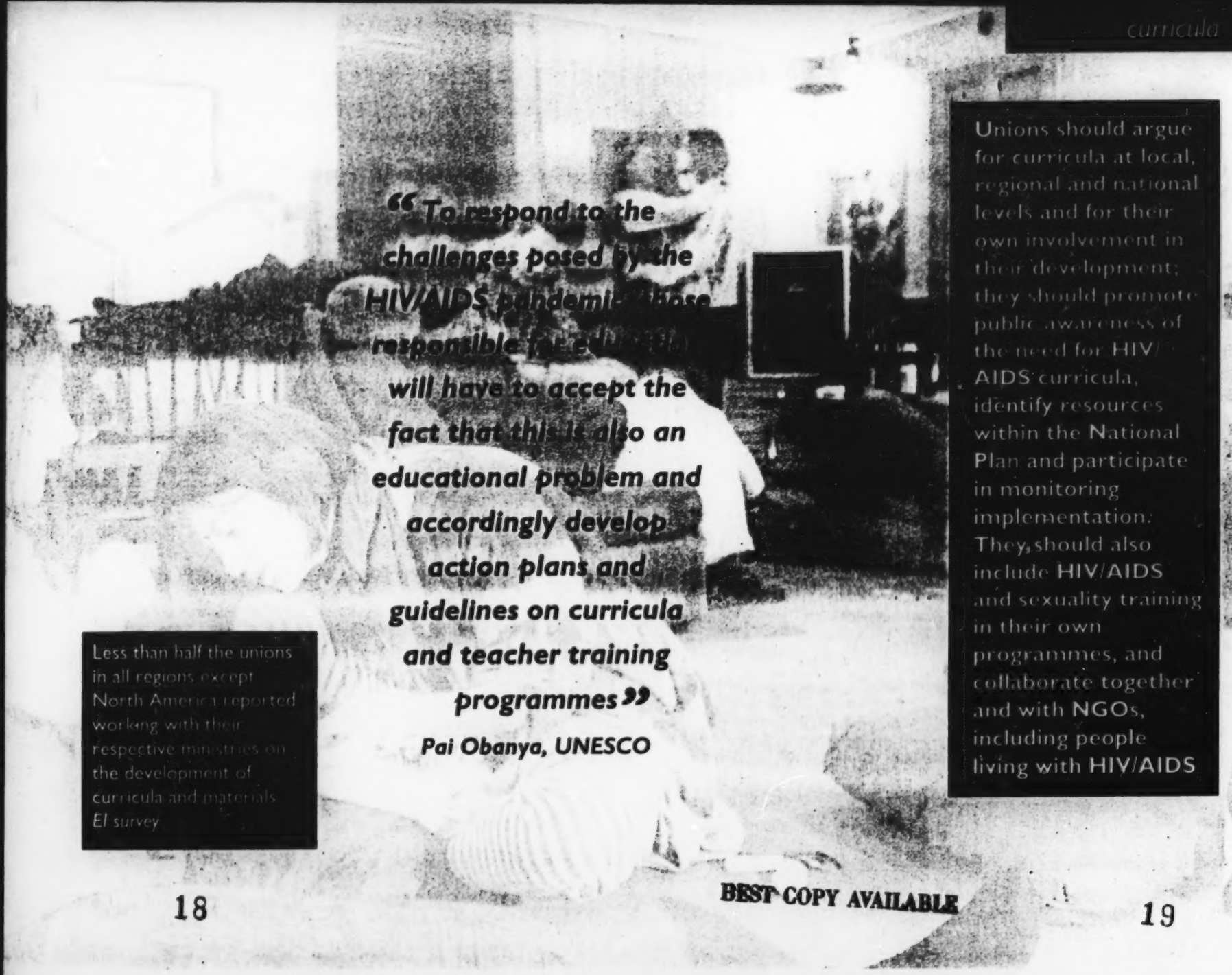
Conference agreed that school health/ HIV-related curricula should include integration across the core curriculum, age and gender appropriate learning experiences, involve all sections of the community and reflect the needs of students. It should include accurate information about prevention, skills for responsible behaviour and promote compassion for and appropriate care of those infected with HIV. It should also ensure adequate resources and involve effective teaching strategies

"We are not teaching our children how to survive. We must teach them specifically how HIV is and is not spread, and the skills they will need to avoid infection. We must also teach them to understand diversity in sexual orientation and how to provide compassion, care and comfort to those who are infected, ill or grieving"

Ilona Kickbusch, Director of the Division of Health Promotion and Education, WHO

'One of the most widely-recognised success-enhancing factors for curriculum innovation is the interactions teachers have with their colleagues about instructional matters. Ideas, moral and practical support, reflection and shared consensus can be an important force in the implementation of AIDS and sex education' Jo Reinders, Netherlands Institute for Health Promotion and Disease Prevention (NIGZ)



"To respond to the challenges posed by the HIV/AIDS pandemic, those responsible for education will have to accept the fact that this is also an educational problem and accordingly develop action plans and guidelines on curricula and teacher training programmes"

Pai Obanya, UNESCO

Less than half the unions in all regions except North America reported working with their respective ministries on the development of curricula and materials
EI survey

Unions should argue for curricula at local, regional and national levels and for their own involvement in their development; they should promote public awareness of the need for HIV/AIDS curricula, identify resources within the National Plan and participate in monitoring implementation. They should also include HIV/AIDS and sexuality training in their own programmes, and collaborate together and with NGOs, including people living with HIV/AIDS

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HIV-related school health policy should include pressing governments to involve teachers' unions and members of the community in the formulation of policy

> ***"Education has a vital role to play in prevention, not only as a means of passing on information, but also as a way of changing attitudes... but the stakes are high, and schools, families, professional associations and the media must stand together to fight this disease. Educational authorities must work closely with the health sector, with governments, local, national and international organisations and the private sector, for this purpose"***
>
> *Pai Obanya, UNESCO Regional Office for Education in Africa*

About 60% of EI member organisations work with their ministries, but there are considerable differences between regions. Where policies exist and are implemented, they are rarely the fruit of collaboration or consultation between the ministries, the teachers and their organisations. While almost every organisation and set of guidelines calls for collaboration, it is far from common. *EI survey*

Unions should collaborate with governments to develop and revise HIV/AIDS policy

"If we are to be more effective in the future, we must say 'no' to policies and principles which deny people, especially young people, access to the knowledge, skills and support they may need to prevent their own infection or that of others. We must say 'no' to programme modifications or delays by politicians, government officials or others who are more concerned with political acceptability than with the health and well-being of their people. At the same time, we must build alliances with persons who have remained silent. We need the support of politicians, government officials, citizens' groups, parents and students who for whatever reason, have not yet been compelled to take a stand"

Dr Ilona Kickbusch

'EI and its 258 member organisations pledge to continue working with national and international groups, governmental and non-governmental, to ensure that every community, local, national, and regional, is fully aware of these diseases and that the appropriate measures are taken to prevent them from spreading.'
Mary Hatwood Futrell

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Training for education personnel should include pre- and in-service training at all levels, give priority to those personally committed to HIV/AIDS and sex education, and should be based on research into local needs

'Health providers and educators working together with parents can be a powerful force in convincing young people to change behaviours which put their lives in danger. Through health and sex education programmes, they will be encouraged to develop attitudes which will enhance their well-being and save their lives'
Mary Hatwood Futrell

In all regions, the ministry of health is most active in providing material and training to teachers. About 65% of training comes from ministries of health and only 54% from ministries of education.
EI survey

"The role of teachers' unions includes promoting the provision of clear, proven and effective materials, of in-service training and personal guidance, and contributing to material and training already in development"

Jo Reinders

'The role of teachers is a fundamental one. Their pre-service and in-service training is crucial if preventive education is to be effective. Teachers, through their representative organisations, should be involved at every stage, planning, implementation and evaluation of HIV/AIDS and health education programmes. Because of their knowledge and their experience, teachers' unions are essential partners in the implementation of such programmes.'
Paí Obanya, UNESCO

Unions should act as resources in training programmes, press governments to provide training for all school personnel, set up coordinated programmes with universities, NGOs etc, provide opportunities to exchange experiences, and be involved in designing and providing training programmes

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Financial incentives should be provided to school personnel to take part in training, as should adequate time; programmes should include awareness training, and involve a wide range of teaching methods including participation, role play and drama

"It is important to hold regional training sessions sponsored by EI with financial and technical support from UN agencies, and to promote collaboration among EI affiliates, NGOs and organisations of people living with HIV/AIDS"

James Williams, National Education Association, USA

To the question about whether teachers and students receive enough information, the answer is a resounding No, especially in Africa and Asia. Unions in Asia and Europe are least likely to be working with their ministries in developing training for school personnel

EI survey

'Teachers and educational personnel at all levels must be provided with training and materials to help educate students and communities, and must be involved in developing age-appropriate curricula. They also need training to work with students who have HIV/AIDS'
Mary Hatwood Futrell

Unions should provide training in rights, occupational safety and health, and they should work for training to be provided as part of the National AIDS Plan. They should join forces with other organisations to maximise resources for training, promote EI training with support from UN agencies, and should include funds for training in the budgets of EI and its affiliates. They should also develop a code of professional ethics to protect students and school personnel from sexual abuse.

"Awareness has to be constantly raised and applied to the campaigns we do in our unions. Role play, brain storming and drama are legitimate techniques which highlight the cultural context in which the issue arises"

Mick Carney, National Association of School Masters/Union of Women Teachers, UK

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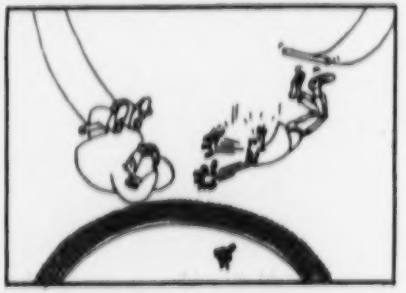
Tools for Change...

School health education to prevent AIDS and STDs: a resource pack for curriculum planners

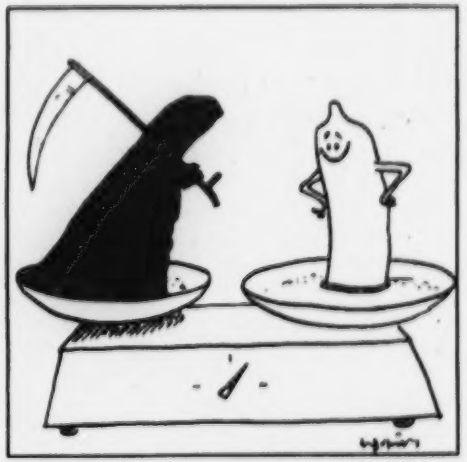
A three-part guide for education planners, teachers and 12/16 year old pupils has been published by GPA and UNESCO.

Fully field-tested and reviewed, the guide is focused on the development of skills

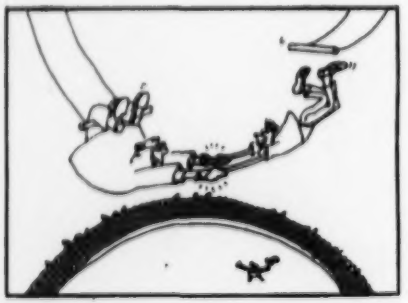
'To have prevention, for adults as well as adolescents, there has to be dialogue'
Chantal Picod, teacher and consultant to French Education Ministry



Classroom activities are illustrated by worksheets to be used by teachers in accordance with specific cultural norms and learning objectives. The materials lead students to think about the risky situations they may meet, and offer the communication skills they will need to deal with them, eg to refuse unwanted sex or use a condom.



for responsible behaviour. It begins with basic information about HIV, STDs and AIDS and goes on to describe the care and support within society of people infected with HIV/AIDS.



The dialogues and situations presented actually reflect the real life of students; they illustrate ways of responding to peer pressure and negotiating risky situations rather than recommending abstinence.

The author reminds education planners and teachers that AIDS and sex education do not encourage teenagers to have sex but, on the contrary, contribute to delaying the initiation of sex and reduce risk-taking behaviour.

The pack is published in English, and will soon be available in French and Spanish. It can be obtained from the World Health Organisation and UNESCO.

The pack comes in three parts, Handbook for Curriculum Planners, Students' Activities, and Teachers' Guide. It includes moving accounts from people living with AIDS which help to create a powerful and informative educational package, opening up discussion of adolescent sexuality and encouraging the participation of parents.

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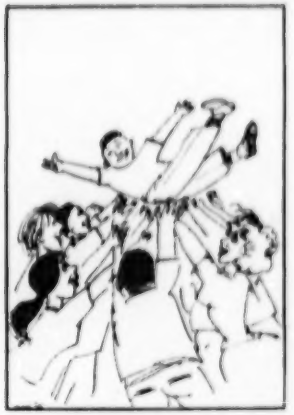

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